WAESN Legislative Tracker 2023-4 Session

Attend our weekly legislative meetings on Tuesday, 1pm-2pm by signing up here:

Register for Legislative Committee Updates

Interested in learning how to do public testimony? Check out our testimony workshop (recording).

If you want to join our team (including amazing interns at UW and Harvard), email us: legislativecommitte@waethnicstudies.com. We have weekly meetings and you can schedule a 1:1 with Oliver to learn how to plug into our early campaign work.

Want to learn about other resources, how to get started, or connect with our team, check out: ***Legislative Action Guide***

Looking to Sign up to Testify? : *Links to sign up for Public Testimony are included in the tracker next to each bill.*

How to use this tool:

This document is a live tool that the legislative committee will be updating throughout this legislative session. Please save this tab or pin it!

As bills progress throughout the session, we will provide analysis, tracking updates, and opportunities to "Take Action" throughout the session.

Upon your first glance at this document, read the descriptions of each bill and identify one or two that spark your interest. After you've read the resources provided and WAESN's position, click on the link in the "Take Action" box to learn about the many ways to get involved in our work to advocate for accountability, justice, and equity in our state's education policy.

Let us know who you are. Sign our visitor log.

Understanding the Legislative Timeline

PRE-SESSION :	***COMMITTEE HEARINGS:***	***FLOOR HEARINGS:***
Dec. 4th → Jan. 7th ***ACTIONS**: Pre-session research, analysis, and campaign development* *Pre-Filed Bills (Locator)*	*Jan 8 - Feb 8* ***ACTIONS**: Sign in written testimony, provide virtual oral testimony, social media, meet with WAESN team to strategize.*	Feb 8 - March 7 ***ACTIONS***: sign in written testimony, provide virtual oral testimony, social media, and meet with WAESN team to strategize.

WAESN Bill Tracker Legend

Bill Status	Hearing Status	WAESN Position
Carry Over - bills can carry over from long sessions to short sessions, but not short to long. Prefiled - Pre-filing opens Dec. 4th Passed - once passed, a bill must be signed by the governor to become law Signed - the bill is now the law Failed Dead	**Committee Hearing** **Referred to Committee** **Executive Session** **1st Floor Hearing** **2nd Floor Hearing**	**Support** **Partial Support** **Oppose**

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Washington Ethnic Studies Now
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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
HB1044 SB5126 (companion bill)	Passed Dead	**McEntire et al** Rules **Pedersen** Rules (3rd reading)	**Topic: Small district modernization grants** **Description:** In summary, this act aims to provide targeted financial assistance to small, financially distressed school districts for the modernization or rebuilding of aging school facilities, with a focus on addressing critical deficiencies and safety concerns. Read More	**Partial Support** **Position:** Read More	**Committee Hearing** Held 2/15
HB1071	Carry Over	**Walsh et al**	**Topic: Securing schools by authorizing funding for a school resource officer in every school.** **Description:** This act, named House Bill 1071, aims to enhance school security by allocating state funding to place a school resource officer in each school. The legislation recognizes the increasing threat of mass violence in schools and intends to implement both short and long-term strategies to empower school districts in safeguarding students and staff. The bill specifies the allocation of funds for school resource officers' salaries, fringe benefits, and insurance benefits. It defines key terms such as "school campus," "school resource officer," and	**Oppose** **Position**: We are opposed to using public funds to create a police state in schools.	

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
			"school security officer." Additionally, the legislation addresses the equitable distribution of state funding for charter schools and reporting requirements for schools under state-tribal education compacts. The effective date of the act is September 1, 2023.		
HB1146	Passed	**Paul et al**	**Topic: Notifying high school students and their families about available dual credit programs and any available financial assistance.** **Description:** This act in the State of Washington requires public high schools to inform students and their families about available dual credit programs and financial assistance before course scheduling for the next school term. The information should be provided through email and other communication methods, and efforts should be made to translate it into the primary language of each parent or legal guardian. Public schools are also encouraged to include additional information about advanced course options in the notification. The act aims to enhance awareness and accessibility to dual credit programs and reduce costs for students and their families.	**Support** **Position:** We support improved accessibility to most programs.	**Committee Hearing** Held on 2/1

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HB1479 /SB5559	Hearing Referred	**Callan et al** Appropriations **Wilson et al** Early Learning & K–12 Education	**Topic: Concerning restraint or isolation of students in public schools and educational programs.** **Description:** This act aims to address the restraint or isolation of students in public schools and educational programs. It introduces new regulations, amendments, and sections to existing laws to protect students from harmful practices such as chemical and mechanical restraint and isolation. The purpose is to prevent the use of physical restraint for discipline or staff convenience, enhance safety and well-being, and increase accountability in educational services. The act specifies prohibitions on isolation and restraint, limited use of physical restraint, and conditions for isolation rooms. It also outlines exemptions, notifications, incident reviews, reports, behavioral intervention plans, policies, professional development plans, governing bodies' duties, and rules for implementation. Definitions for key terms are provided throughout the document. The act emphasizes transparency, accountability, and the well-being of students in educational settings. **Resources:** 0104_end isolation_leg notebook (arcwa.org)	Support **Position**: The isolation and restraint of students is traumatizing, especially those with special needs. The bill includes requiring training for educators on the appropriate practices for managing students with emotional disabilities.	**Education Committee Hearing** Held on 1/11 **Education Committee Executive Session** Held on 1/30 **Appropriations Committee Hearing** Held on 2/3

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HB1513	Dead	**Street** Community Safety, Justice, & Reentry	**Topic: Investing into Decriminalized Alternatives** **Description**: This Washington state law aims to enhance traffic safety by addressing compliance, enforcement, and data collection. It proposes amendments to several sections of existing traffic laws. The legislature recognizes the importance of prioritizing enforcement resources for high-risk behaviors like impaired driving, distracted driving, unrestrained passengers, and speeding. The law emphasizes the need to focus on safety stops to reduce traffic accidents, injuries, and racial disparities in traffic stops. Read More **Resources:** ACLU of WA	**Support** **Position**: This bill includes an important step to decriminalize and abolish penalization for low level traffic violations. This bill invests money to develop alternative solutions, including progressive models such as a fee-assistance program or “fix it, ticket,” wherein instead of fees, ticket receivers are given funds to make necessary fixes to make their vehicles compliant.	

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
HB1541 /SB5616	Passed	**Farivar et al** Rules **Valdez et al**	**Topic: Establishing the nothing about us without us act.** **Description:** This is a proposed law in Washington State aimed at increasing access and representation in policy-making for underrepresented populations. The law recognizes that those directly affected by certain issues are experts in their own experiences and should be involved in decision-making processes. It emphasizes the importance of including people with direct lived experience in policymaking to ensure effective and equitable outcomes. The law proposes the creation of new sections and entities, such as task forces and advisory committees, to examine and report on policies affecting underrepresented communities. It also defines terms like "direct lived experience" and "underrepresented population." The law mandates the inclusion of individuals from underrepresented populations in these entities, encourages diversity, and requires reporting on the demographics of participating members. The proposal includes provisions for reporting, analysis, and recommendations to further decrease barriers to participation. The office of equity is tasked with identifying barriers and developing a toolkit with best practices for meaningful engagement. The law	**Support** **Position**: No decisions should be made about a marginalized population without representation of that population.	**Executive Session** Held on 2/20

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
			applies prospectively to entities created on or after January 1, 2025, and is named the "nothing about us without us act." It becomes effective on January 1, 2025, with certain sections taking effect at later dates. The law includes a sunset provision, expiring on January 1, 2025, and its continuation is contingent on specific funding by June 30, 2023.		
HB1608	Passed	**Bronoske et al**	**Topic: Expanding access to anaphylaxis medications in schools.** **Description:** This act in the State of Washington aims to improve access to anaphylaxis medications in schools. It proposes the issuance of a statewide standing order for epinephrine and epinephrine autoinjectors to school districts or schools. This medication can be used by trained school personnel in response to anaphylaxis incidents on school property, school buses, field trips, or designated school activities. The bill also allows licensed health professionals to prescribe epinephrine for school districts, and it outlines protocols for administering epinephrine in various scenarios, including field trips. Additionally, it includes provisions to protect individuals from liability in case of injury related to the administration of epinephrine, provided that it was	**Support** **Position:** We support improved accessibility to life saving medications in schools.	**Committee Hearing** Held on 1/11 **Senate Committee Hearing** Held 2/15

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
			prescribed and dispensed appropriately. The act emphasizes the importance of ensuring access to life-saving medication for students with anaphylaxis and establishes guidelines for its administration in school settings.		
HB1866	Prefiled	**Ortiz-Self** Education	**Topic: How to invest in migrant children education** **Description**: This act addresses the educational and support needs of nonmigratory seasonal farmworker children in the state of Washington. Unlike migrant agricultural worker and fisher children who receive federal support, nonmigratory seasonal farmworker children lack additional resources, despite facing similar challenges. The legislature aims to conduct a study on the needs of these children and consider providing academic and support services similar to those for migrant children. The study, due by June 1, 2025, will be reported to the legislature, including a proposed definition for "child of a seasonal farmworker" and recommendations for addressing their academic needs. The departments of agriculture and labor, along with the office of the superintendent of public instruction, will collaborate on the study, examining various factors affecting these children, such as school access, readiness, attendance,	**Support** **Position:** It is the first step to better understanding what type of policy change could bring some of the most vulnerable and underserved students resources they need. The bill indicates that by June 1, 2025, OPSI will provide a report to the legislature with a recommendation policy following the report. Questions: -- How is the community being involved in this process? -- What organizations are involved?	

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			and graduation rates. The section is set to expire on August 1, 2026.		
HB1889	Passed	**Walen** Rules	**Topic: Eliminating citizenship requirements for certifications.** **Description**: In summary, the text introduces new sections and amends existing ones in various chapters of the Revised Code of Washington, outlining eligibility and licensing requirements for individuals in different professions, while emphasizing that immigration or citizenship status alone should not be a basis for denial if other qualifications are met. Read More	**Support** **Position**: This bill will help increase the number of educators of color by removing citizenship requirements to receive teacher and paraeducator certification. This is a broad elimination of citizen requirements for all certifications by the state. Many of the much needed instructional assistants and dual language teachers are recent immigrants.	**House Committee Hearing** Held on 1/9 **Executive Session** Held on 1/26 **Senate Committee Hearing** Held 2/19
HB1914	Referred	**Couture** Appropriations	**Topic: Burden of Proof in Student Service Cases** **Description**: This act aims to enhance special education services and improve education for students with varying abilities. It proposes amendments to certain sections of the Revised	**Support** **Position**: Currently, the burden of proof in legal proceedings regarding special education services falls on families. This bill would	**Committee Hearing** Held on 1/11

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			Code of Washington (RCW) and introduces new sections to Chapter 28A.155 RCW. Read More	require districts to report to families on the types and number of service minutes provided to students with an Individual Education Plan (IEP) when requested. It also shifts the burden of proof in legal proceedings to the district, relieving the burden of families of students with IEPs.	
HB1915 /SB5819	Passed Hearing	**Rude et al** Rules **Valdez & Boehnke** Early Learning & K–12 Education	**Topic: Financial literacy requirement** **Description**: This act proposes to make financial education a requirement for graduation in Washington state. The legislature acknowledges the importance of personal finance knowledge for adults, emphasizing its role in handling modern financial challenges. The bill intends to build on previous efforts to support financial education in public schools and make it a graduation prerequisite.	**Partial Support** **Position**: Financial literacy is important, but without a critical analysis of capitalism and systemic economic oppression, it will perpetuate said oppression.	**House Committee Hearing** Held on 1/15 **Executive Session** Held on 1/25 **Senate Committee Hearing** Held on 1/17

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
HB1922	Referred	**Couture** Appropriations	**Topic: Vape Detectors in our Schools** **Description**: This act proposes the creation of a grant program to help public schools in Washington purchase and install vape detectors. The program, managed by the office of the superintendent of public instruction in collaboration with the department of health, aims to allocate funds based on demonstrated need, as indicated by data from surveys or other sources. Grant applicants must specify how they plan to enhance student awareness of the health risks associated with using vapor products. Schools that receive a grant are required to provide annual reports on the effectiveness of the detectors and other health measures in reducing student use of vapor products on school grounds. The act allows schools to reapply for funds in subsequent years. The term "school district" encompasses traditional school districts, charter schools, and state-tribal education compact schools.	**Oppose** **Position**: We are opposed to using public funds to create a police state in schools.	**Committee Hearing** Held 1/23 **Executive Session** Held on 1/30
HB1923	Prefiled	**Couture** Education	**Topic: SPED Funding** **Description**: Overall, the aim is to ensure fair and appropriate funding for special education programs while monitoring and addressing potential issues of overidentification and	**Support** **Position:** Overidentification of students of color in special education is a huge problem and one of the tracks of the school-to-prison	

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			overprovision of services. Read More	pipeline. Under-resourced and underserved special education students is another track.	
HB1931	Hearing	**Leavitt and Waters** Postsecondary Education Workforce	**Topic: Education funding for incarcerated people** **Description:** This legislation in Washington aims to support individuals who are incarcerated in pursuing education. The key points include the recognition that obtaining an education can benefit incarcerated individuals by reducing the likelihood of their return to jail. Encouraging incarcerated individuals to participate in education or work is a central focus, with exceptions made for those who are unable or unwilling to do so. Read More	**Partial Support** **Position:** WAESN would support this bill more if the language around penalizing people who "refuse" to participate in education or work was removed.	**Committee Hearing** Held on 1/10
HB1935	Dead	**Bergquist and McEntire** Appropriations	**Topic: Investing in conservation practices in schools** **Description:** This is a proposed law in Washington aimed at promoting resource conservation practices in public schools through a voluntary green schools program. The legislature recognizes the value of involving students in these programs and providing them with education and	**Partial Support** **Position:** We agree with the premise of this bill, but there are no provisions for encouraging the teaching of environmental conservation. For example, where is the curriculum to support this initiative? Who will facilitate	**Committee Hearing** Held on 1/15 **Executive Session**

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			leadership opportunities. The bill emphasizes the environmental benefits of combining resource conservation practices with legislative actions, such as funding for energy retrofits and solar panel installations. The text also highlights the importance of increasing tree canopy on school campuses to protect students from extreme heat and reduce cooling costs. Read More	youth leadership? Funding in the amount of $15,000 per school will be made available, but what are the restrictions for use? How is accountability implemented?	Held 1/29 **Appropriations Committee Hearing** Held 2/2
HB1938	Prefiled	**Shavers** Education	**Topic: Expanding eligibility to older youth for education support/programming** **Description:** This bill introduces a proposed law in Washington aimed at enhancing access to educational opportunities for students at risk of dropping out or those who have already done so. The legislation suggests amendments to existing statutes related to dropout reengagement programs. The primary focus is on creating a statewide dropout reengagement system, outlined in Section 1, which provides a framework for offering suitable educational opportunities and services to eligible students, as defined in RCW 28A.175.105. Read More	**Support** **Position**: Currently, the age at which students may re-enter high school after being pushed out is 16. This bill eliminates this arbitrary age requirement and opens up the opportunity for re-engagement at any age as long as a student is eligible to enroll in high school.	

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HB1944	Prefiled	**Orwall** Education	**Topic: Expanding CTE Internships** **Description:** This act establishes a grant program called "Running Start for the Trades" to provide pre-apprenticeship opportunities for students in Washington. The program aims to teach students skills and hands-on experience with tools. The Superintendent of Public Instruction will collaborate with an organization to offer 280 hours of summer training, including jobsite tours, industry professional meetings, earning certifications, learning trades math, using tools, and completing small projects. Read More	**Support** **Position**: This bill expands access to CTE opportunities for high school students.	
HB1950	Signed	**Slatter et al** Rules	**Topic: Loan Forgiveness** This act introduces amendments to the Public Service Loan Forgiveness (PSLF) program in Washington state, focusing on key changes in three sections. Read More	**Support** **Position**: This bill would increase transparency and education on the public service loan forgiveness program and expand access to eligible college and university staff.	**Committee Hearing** Held on 1/9 **Executive Session** Held on 1/31

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HB1960 /SB5882	Dead Passed	**Stonier et al** Appropriations **Stanford et al** Ways and Means	**Topic: increasing instructional assistant funding** **Description:** This act aims to address the increasing crisis of youth mental and behavioral health, worsened by social media and the pandemic. The need for additional caring and committed education staff in schools is recognized by teachers, counselors, administrators, and support professionals. The proposal involves phasing in additional staffing allocations for paraprofessionals in instructional and non-instructional roles to better support student learning and behavioral needs. Read More	**Support** **Position**: This bill would shift funding models from student enrollment to student need. We support this.	**Committee Hearing** Held on 1/10 **Appropriations Committee Hearing** Held 2/3 **Ways and Means Committee Hearing** Held 2/3 **Appropriations Committee Hearing** Held 2/15
HB2005	Dead	**McClintock et al**	**Topic: Including weighted grade point averages on**	**Position:**	**Committee Hearing**

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		Education	**high school transcripts.** **Description:** This act focuses on including weighted grade point averages (GPAs) on high school transcripts in Washington. The legislature acknowledges the importance of preparing students for postsecondary education, employment, citizenship, and lifelong learning. Read More	Pending	Held on 1/16 **Executive Session** Held on 1/25
HB2017	**Hearing**	**McClintock** Capital Budget	**Topic: Addressing school districts with aged facilities and a history of capital bond failure.** **Description:** In summary, this proposed legislation aims to assist school districts in Washington State with aged facilities and capital bond failures by establishing grant programs to support modernization and construction projects, ensuring safer and more suitable learning environments for students. Read More	**Position:** Pending	**Committee Hearing** Held on 1/18
HB2018	**Referred**	**McClintock**	**Topic: Improving student outcomes by restricting**	**Oppose**	**Committee**

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		et al Appropriations	**mobile device use by public school students.** **Description:** This act aims to improve student outcomes by restricting the use of mobile devices in public schools. It introduces a new section to different chapters of the Revised Code of Washington (RCW) to regulate mobile device usage during instructional hours. The legislation acknowledges the negative impact of mobile devices on student performance, including distractions and potential harm to mental health, exacerbated by the challenges students faced during the COVID-19 pandemic. Read More	**Position**: We are opposed to using public funds to create a police state in schools.	**Hearing** Held on 1/23 **Executive Session** Held 1/30
HB2029	Prefiled	**Rule** Education	**Topic: Providing/Supplying Narcan in HS** **Description:** The act emphasizes the importance of addressing opioid-related overdoses in schools, providing guidelines, and encouraging preparedness through training and availability of reversal medication. Read More	**Position:** Pending	
HB2038	Dead	**McClintock**	**Topic: Collecting data on student transfers and**	**Support**	**Committee**

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Washington Ethnic Studies Now
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		et al Rules	**withdrawals from public schools and school districts.** **Description**: Overall, the act aims to enhance understanding of factors contributing to changes in student enrollment, providing valuable information for school officials, policymakers, and the public. Read More	**Position:** Collecting data on why students leave public schools may help improve practice.	**Hearing** Held on 1/11 **Executive Session** Held on 1/29
HB2053	**Referred**	**Stonier et al** Appropriations	**Topic: Establishing the ninth grade success grant program.** **Description:** This act establishes the ninth grade success grant program, recognizing the critical importance of ninth-grade success as a predictor of high school graduation. The legislation aims to address the challenges students face in the ninth grade, where they are more likely to fail a class than in any other grade. Passing all ninth-grade classes significantly increases the likelihood of graduation. Read More	**Position:** Pending	**Committee Hearing** Held on 1/17
HB2058	**Referred**	**Riccelli et al**	**Topic: Increasing student access to free meals served**	**Support**	**House**

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/SB5964	Hearing Hearing	Appropriations **Nobles & Frame** Early Learning & K–12 Education	**at public schools.** **Description:** This act aims to increase student access to free meals in public schools by amending existing laws and creating new provisions. It emphasizes the importance of providing meals without charge to support academic success and address financial challenges hindering learning. The legislation intends to ensure no student experiences hunger in public schools. Additionally, the document details amendments to the distribution of state funding for basic education, outlining formulas, allocations, and considerations for various factors such as class sizes, staffing, and school resources. The act also addresses provisions for specific programs, services, and allocations for students with disabilities, highly capable students, and those in career and technical education. The proposed formula for distributing basic education funds will undergo biennial reviews and potential revisions by the superintendent and governor, subject to legislative approval. The enrollment calculation includes both full-time and part-time students, and any changes to the definition of a full-time equivalent student require legislative approval.	**Position:** This bill is a much needed improvement on last session's subpar "free meal" bill, HB1238.	Committee Hearing Held 1/11 Senate Committee Hearing Held on 1/29
HB2079	Referred	**Scmidt et al**	**Topic: Improving school safety by extending and**	**Position:**	Committee

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		Rules	**increasing penalties for interference by, or intimidation by threat of, force or violence at schools and athletic activities.** **Description:** This act aims to improve school safety by extending and increasing penalties for interference or intimidation through force or violence at schools and athletic activities. The legislation recognizes the importance of maintaining a safe learning environment and addresses specific issues related to violence, particularly in extracurricular athletics. Read More	Pending	**Hearing** Held on 1/25 **Executive Session** Held on 1/30
HB2130	**Referred**	**Pollet & Couture** Appropriations	**Topic: Extending special education services.** **Description:** The text describes an act related to extending special education services until the end of the school year in which a student with disabilities turns 22. It involves amending several sections of the law to address the unique needs of students eligible for special education services, intending to provide extra individualized education and related services. The proposed changes include extending eligibility, modifying administrative	**Support** **Position:** Disabled students need better transitional assistance after they exit high school.	**Committee Hearing** Held on 1/25 **Executive Session** Held 1/29

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			sections, and emphasizing the importance of parental involvement. The act also addresses graduation ceremonies and activities for students receiving special education services and establishes guidelines for interagency agreements regarding transition services. Additionally, it covers admission and enrollment criteria for residential schools serving students with disabilities.		
HB2142	Prefiled	**Corry** Education	**Topic: Creating a reading coaches grant program.** **Description:** This is a bill in Washington state proposing the creation of a program to provide grants for reading coaches in elementary schools. The bill aims to address the educational opportunity gap, especially for students with lower reading proficiency. Here's a simplified summary: Read More	**Position:** Pending	
HB2280	Prefiled	**Rule et al** Education	**Topic: Establishing a statewide network for student mental and behavioral health.** **Description:** This act in the State of Washington aims to address the mental and behavioral health challenges faced by children and students in K-12 schools. The legislature	**Support** **Position:** Young people are experiencing a mental health crisis. Better networks of support should lead to better access to mental health services.	

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			recognizes the critical state of the mental health crisis among children and the fragmented nature of behavioral health support in schools. To address this, the act proposes the establishment of a statewide network for student mental and behavioral health. The goal is to coordinate, expand, and provide oversight to Washington's school-based mental and behavioral health system. Read More		
HB2282	Hearing	**Morgan et al** Education	**Topic: Identifying African American studies curricula for students in grades seven through 12.** **Description:** This act, known as House Bill 2282 in the State of Washington, focuses on incorporating African American studies into the curriculum for students in grades seven through 12. The legislature recognizes the significance of African American contributions to American history and aims to enhance educational programs by including multicultural approaches and diverse historical narratives. The bill outlines the development of recommendations for integrating African American history, racism examinations, and the civil rights movement into existing social studies curriculum. It	**Partial Support** **Position:** WAESN would be in full support of this well-drafted bill except for the title. The language of this bill conflates African-American history with African-American Studies, the latter being more critical than "contributions to American history." An African-American Studies course would include analyses of power. The inclusion of students, families, and community organizations outlined in this	**Committee Hearing** Held on 1/15 Watch WAESN's Testimonies

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			emphasizes the need for a clear definition and framework for African American studies, aligning it across content areas, and providing related professional development opportunities. The legislature intends to identify African American studies curricula used in high schools and colleges nationwide, with the goal of Washington's public schools selecting a curriculum to offer African American studies to students in grades seven through 12. The act establishes a work group to identify curricula, instructional methods, and materials, involving various entities and individuals, and requires a report by December 1, 2024, with a subsequent expiration date of August 1, 2025. The act concludes with the declaration that "Black education matters."	bill is wonderful!	
HB2284	Prefiled	**Pollet et al** Education	**Topic: Using evidence-based instructional practices in reading and writing literacy for public elementary students.** **Description:** The text outlines a proposed act in the state of Washington, titled House Bill 2284, related to evidence-based instructional practices in reading and writing literacy for public elementary students. The bill aims to address issues such as a significant percentage	**Oppose** **Position**: These provisions already exist. This legislation appears to add more work for educators on topics that are already covered by existing practice. The energy and resources proposed in this legislation would be better spent on Ethnic Studies initiatives, which have a proven record of greater student outcomes, including	

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
			of students reading below grade level, disparities in dyslexia identification among different ethnic groups, and the need for structured literacy instruction. Read More	literacy rates.	
HB2331 /SB6208	Passed Hearing	**Stonier et al** Senate Early Learning & K–12 Education **Nobles et al** Early Learning & K–12 Education	**Topic: Modifying requirements for public school instructional and supplemental instructional materials.** **Description:** This act modifies requirements for public school instructional materials and supplemental instructional materials. It prohibits school district boards from refusing or prohibiting the use of materials based on their relation to or inclusion of the study of individuals or groups in protected classes. Complaint procedures are established for non-compliance, and violations are subject to the provisions of existing laws. Read More	**Support** **Position:** This bill is a step in the right direction to protect free speech and prevent far-right religious zealots from censoring books about LGBTQ and other marginalized communities.	**House Committee Hearing** Held 1/23 **Executive Session** Held 1/29 **Senate Committee Hearing** Held 1/24 **Executive Session**

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
					Held on 2/19
HB2398	Dead	**Walsh et al** Rules	**Topic: Requiring parent representation on instructiona materials committees.** **Description:** This act emphasizes the importance of parental involvement in their children's education by requiring representation of parents on instructional materials committees. It introduces amendments to RCW 28A.320.230 to reflect these changes. Read More	**Oppose** **Position**: This is yet another attempt by Rep. Walsh to create a fascist hold on public schools by mandating something that is already in practice: inviting parents to curriculum materials adoption committees. The argument being made is that parents don't feel heard, but it's actually bigoted parents who are angry they aren't being allowed to force their bigotry on others.	**Committee Hearing** Held on 1/23 **Executive Session** Held 1/29
SB5024	Carry Over	**Dozier et al**	**Topic: Establishing parents' bill of rights related to thei child's public education.** **Description:** This is a bill in the state of Washington aimed at establishing rights for parents regarding their child's public education. The bill proposes two new sections in existing chapters. Read More	**Oppose** **Position**: This is an anti-CRT, anti-trans bill disguised as parental rights. Much of what this bill covers is already present in practice, such as parents having access to their students' teachers and curriculum.	

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
SB5462	Passed	**Liias et al** Rules	**Topic: Promoting inclusive learning standards and instructional materials in public schools.** **Description:** In summary, the act focuses on fostering inclusive learning environments by updating policies, curricula, and instructional materials in Washington state's public schools Read More	**Position:** it's complicated! WAESN has a long history with this bill and consulting with LYAC. Check out the blog posts for more info! **Legislative Session 2024 Blog Part 1** **Legislative Session 2024 Blog Part 2**	**House Committee Hearing** Held 2/14 **Executive Session** Held on 2/20
SB5486	Carry Over	**Frame et al**	**Topic: Investing in Washington families and creating a more fair tax system by enacting a narrowly tailored property tax on extreme wealth derived from the ownership of stocks, bonds, and other financial intangible property.** **Description:** This act aims to address wealth inequality and reform Washington's tax system by introducing a targeted property tax on extreme wealth derived from stocks, bonds, and other financial assets. The legislation emphasizes the state's historical role as a hub for	**Support** **Position:** Washington's tax structure is among the most regressive in the country. Poor and middle class residents carry the heaviest burden in funding public schools. In one of the wealthiest regions of the country, this is unacceptable. This bill takes a step toward correcting this injustice.	

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
			innovation but acknowledges threats posed by growing wealth inequality and an unfair tax structure. The new property tax is designed to modernize the tax code, targeting financial intangible assets while exempting the first $250 million. The revenue generated will be allocated to key community programs, including education, housing, and support for individuals with disabilities, promoting a fairer and more balanced tax system. Definitions and administrative provisions are outlined, along with exemptions, credits for taxes paid to other states, and relief measures for innocent spouses. The legislation is set to take effect in 2025.		
SB5789	Hearing	**Mullet** House Committee on Capital Budget	**Topic: School construction funding** **Description**: This act pertains to the sales and use tax for the school construction assistance program's capital projects and proposes amendments to RCW 28A.525.166. The superintendent of public instruction will allocate state funds to school districts based on a formula considering the total cost of a proposed project. The state funding assistance percentage for a district is determined through a complex formula involving adjusted valuation per pupil.	**Position**: Pending This is to support districts who apply to the SCAP program, which (is supposed to) support small districts to get school construction money from the state to equalize for their low value/low property tax rates. The law still requires districts to have their levies approved by ⅔ majority, which leaves many lower income districts without assistance. HB1044/SB5126	**Committee Hearing** Held on 1/10 **Ways and Means Committee Hearing** Held on ⅔ **House**

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			Read More	(ABOVE) deal with this issue. Read More	**Committee Hearing** Held on 2/23
SB5804	Passed	**Kuderer et al** House Education	**Topic: Concerning opioid overdose reversal medication in high schools.** **Description**: This is a legislative act in the state of Washington related to opioid overdose reversal medication in high schools. The act proposes amendments to certain sections of the Revised Code of Washington (RCW), specifically RCW 28A.210.390 and 28A.210.395. Read More	**Support** **Position:** We support improved accessibility to life saving medications in schools.	**Senate Committee Hearing** Held on 1/11 **House Committee Hearing** Held 2/15 **Executive Session** Held on 2/19
SB5809	**Hearing**	**Mullet** Ways and Means	**Topic: Enrichment funding for charter schools** **Description**: This act addresses enrichment funding for charter public	**Position:** Pending	**Committee Hearing** Held on 1/10

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Washington Ethnic Studies Now
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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
			schools in Washington state, acknowledging the increasing diversity in the population. The legislation aims to address disparities in opportunities for historically marginalized communities, particularly in education, employment, health, and other aspects. The bill emphasizes the need to eliminate systemic barriers for these groups. Read More		**Ways and Means Committee Hearing** Held on 2/2
SB5813	**Hearing**	**Dozier** Early Learning & K–12 Education	**Topic: Agricultural literacy curriculum** **Description**: This act proposes mandating instruction on agricultural literacy for students in grades seven through 12. It acknowledges agriculture as the oldest, largest, and most essential industry, emphasizing its decline in general knowledge due to changing demographics. The legislation recognizes the importance of instilling a basic understanding of agriculture, its significance, and opportunities in the industry. Read More	**Partial Support** **Position**: WAESN would be more in support of this bill if it included a mandate to teach indigenous agricultural practices and environmental sustainability. Read More	**Committee Hearing** Held on 1/17
SB5823	**Referred**	**Wellman and Hunt**	**Topic: Concerning school district elections.**	**Position:**	

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
		Ways and Means	**Description**: This is a bill that proposes changes to various sections of the Revised Code of Washington related to school district elections. If a school district wants to validate and ratify its indebtedness, it must hold an election, and if a majority of voters approve, the indebtedness is validated. The bill also addresses the issuance of bonds by school districts and other entities, specifying the voting requirements. Read More	Pending	
SB5830	Prefiled	**Lovick** State Government & Elections	**Topic: Commission on Boys and Men** **Description**: This act establishes the Washington State Commission on Boys and Men to address the well-being of males in Washington. The legislature recognizes disparities in education, mental health, homelessness, and incarceration affecting males. The commission's focus areas include education, jobs, fatherhood, health, and experiences in the criminal justice system. It aims to collaborate with other commissions, monitor legislation, assess programs, and advocate for policies to improve outcomes for boys and men. The commission consists of nine non-legislative members appointed by various authorities, emphasizing expertise in the designated	**Oppose** **Position:** This bill makes unsubstantiated claims that boys and men experience various degrees of marginalization and oppression simply because of their gender and need programs to improve outcomes for boys and men regardless of race.	

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
			focus areas. It has specific duties, including providing recommendations, submitting annual reports, and advocating for the removal of legal and social barriers. The commission may receive gifts and grants, collaborate with public and private entities, and adopt rules to fulfill its objectives. Sections 1 through 5 of this act constitute a new chapter in Title 43 RCW.		
SB5850/ HB2146	Referred	**Braun, Wellman** Appropriations **Rule et al** House Education	**Topic: Supporting students who are chronically absent and at risk for not graduating high school.** **Description:** This act aims to support students facing chronic absenteeism and the risk of not graduating high school. It proposes adding new sections to chapter 28A.310 RCW. Read More	Support **Position**: The bill gives money to schools to start new programs for "chronically absent" students, this is a good alternative to criminalizing these students and parents (which Kamala Harris loves to do).	**Early Learning & K–12 Education Committee Hearing** Held on 1/11 **Ways and Means Committee Hearing** Held on 1/30 **House Committee**

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
					Hearing Held on 2/19
SB5851/ HB2037	Dead Referred	**Braun & Salomon** Ways and Means **Couture & Senn** Rules	**Topic: Holocaust and genocide teaching requirement** **Description:** This act focuses on Holocaust and genocide education in public schools. It introduces a new section to chapter 28A.230 RCW. Read More	**Oppose** **Position:** This proposed legislation, in part, suggests an elective on genocide and Holocaust education. We do not support this bill as written as it is not ethnic studies. It reinforces focusing on trauma and violence without the larger historical contexts of systematized power and oppression as well as the necessary components of resistance and liberation. Additionally, most educators have no training in how to provide trauma-informed pedagogy and support. Lastly, the language of "genocide and Holocaust" is confusing, because genocide is genocide. It is unclear why a distinction is being made. Will the ongoing genocide of Palestians be included?	**Senate Committee Hearing** Held on 1/17 Watch WAESN Testimony **Executive Session** Held on 1/25 **House Committee Hearing** Held on 1/23 Watch some highlights

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
					(and lowlights) **Executive Session** Held on 1/29 **Ways and Means Committee Hearing** Held on 2/3
SB5883/ HB2121	Passed	**Trudeau & Braun** House Education **Taylor** House Education	**Topic: Concerning the burden of proof for special education due process hearings.** **Description:** This law suggests a new rule for special education hearings in Washington. When there's a disagreement about a student with a disability's education, the school district usually has to prove its decisions. This includes things like evaluating the student, deciding on their placement, or taking disciplinary action. However, if a parent is asking for reimbursement for a private school they chose without the school district's agreement, they	**Oppose** **Position:** While the burden of proof is on the school district during a due process hearing, the burden of proof to request alternative education for special education students is put on the parents.	**Senate Committee Hearing** Held on 1/15 **House Committee Hearing** Held 2/14

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			must prove that this private placement is suitable. The bill clarifies that the burden of proof should be based on a "preponderance of the evidence," meaning that it's more likely than not that one side is right. The term "due process hearing" refers to a specific kind of hearing defined by the federal Individuals with Disabilities Education Act. This proposed law aims to adjust the responsibility for proving different aspects of special education disputes.		**Executive Session** Held on 2/19
SB5903	**Hearing**	**Wilson, C., Nobles** House Education	**Topic: Concerning representation in the educator preparation act.** **Description:** The Washington Professional Educator Standards Board, which oversees educator standards, will now consist of 13 members, appointed by the governor. These members will serve four-year terms, with an exception for the student member who will serve a two-year term. Vacancies will be filled by the governor, and no member can serve for more than two consecutive four-year terms. Read More	**Partial Support** **Position:** There has been a much needed increase in focus on “student voice” in the education process, so at first glance this seems like a good idea. Unfortunately, these student positions are often tokenized, so we are skeptical of this “youth representation,” especially considering it isn’t compensated.	**Committee Hearing** Held on 1/22 **Executive Session** Held 1/29 **House Committee Hearing** Held on 2/19

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SB5904	Passed	**Nobles & Hanson**	**Topic: Extending the terms of eligibility for financial aid programs.** **Description:** This act aims to extend eligibility terms for various educational programs in Washington, such as the Washington College Grant Program, College Bound Scholarship Program, Passport to College Promise Program, and Passport to Apprenticeship Opportunities Program. The goal is to increase access to postsecondary education, especially for those with financial need. The act specifies eligibility criteria, including financial need, residency, enrollment conditions, and academic progress. Additionally, it outlines scholarship amounts and program durations, emphasizing the intention to replace unmet financial needs for students. The act also creates and describes the Passport to College Promise and Passport to Apprenticeship Opportunities programs, providing financial assistance and support services.	**Support** **Position**: This bill will increase the time students are eligible to receive various financial aid opportunities.	**Higher Education & Workforce Development Committee Hearing** Held on 1/12 **Ways and Means Committee Hearing** Held 1/30 **Executive Session** Held on 2/21
SB5923/ HB1956	**Hearing**	**Wellman et al** Ways and Means	**Topic: Addressing fentanyl and other substance use prevention education.** **Description:** This act in the state of Washington focuses on preventing	**Position:** Pending	**Senate Committee Hearing** Held on 1/11

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
	Passed Senate	**Leavitt et al**	fentanyl and other substance use among middle and high school students. Read More		**Ways and Means Committee Hearing** Held 1/30 **House Committee Hearing** Held on 1/18 **Executive Session** Held on 1/25
SB5956	Referred	**Wellman & Lovelett** Ways and Means	**Topic: Concerning the maximum per-pupil limit for enrichment levies.** **Description:** This act aims to address issues with the current school district enrichment levy model in Washington. It recognizes that the existing model has unintentionally	**Position:** Pending	**Committee Hearing** Held on 1/15 **Executive Session**

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			harmed school districts, leading to financial difficulties and impacting budgets, staff, and students. The legislature acknowledges the disparity between state-funded school employees and local levy-funded school employees in terms of regionalized salary models. Read More		Held on 1/31
SB5966	Hearing	**Wilson & Wellman** Early Learning & K–12 Education	**Topic: Concerning restraint or isolation of students in public schools and educational programs.** **Description:** This act focuses on the restraint or isolation of students in public schools and educational programs. It introduces new sections to existing chapters in Washington state law and outlines definitions for various terms related to student discipline. Key points include the definition of a "calming space," restrictions on the use of chemical and mechanical restraints, and guidelines for physical restraint and isolation. The act emphasizes the importance of adopting policies, providing training, and implementing incident review processes to ensure the safety and well-being of students. It also mandates annual reporting on incidents of restraint and isolation. Additionally, the act requires the superintendent of public instruction to develop a professional development	**Partial Support** **Position**: The isolation and restraint of students is traumatizing, especially those with special needs. However, this bill is a watered-down version of what disability advocates are asking for. See HB1479, supported by disability advocates.	**Committee Hearing** Held on 1/22

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			plan and technical assistance manual for school staff.		
SB5969	Executive Session	**Dhingra & Wellman** Early Learning & K–12 Education	**Topic: Adjusting school districts' authority to contract indebtedness for school construction.** **Description:** This act focuses on school districts' authority to contract indebtedness for school construction, amending a specific section of Washington state law. It grants school districts the power to contract indebtedness for various purposes, such as purchasing real or personal property. The amendment specifies that before issuing non voting bonds exceeding $250,000, a school district must publish a notice of intent, hold a public hearing, and provide details on the purpose, amount, terms, and conditions of the bonds. The public notice and hearing requirements do not apply to refinancing or refunding outstanding bonds. The act emphasizes compliance with relevant statutes and outlines the process for issuing and selling bonds, noting that proceeds should be deposited into specific funds based on their purpose.	**Position:** Pending	House Committee Hearing Held on 1/22 Executive Session Held on 1/31
SB6045	Hearing	**Hunt & Valdez** Early Learning &	**Topic: Concerning school district efficiencies and consolidation.** **Description:**	**Position:** Pending	Committee Hearing Held on 1/25

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Bill #	Status	Sponsor / Committee	Description[1]	WAESN Position / Questions	Take Action
		K–12 Education	This Washington state act addresses school district efficiencies and consolidation. It involves collaboration between the school directors' association and districts to implement a statewide consolidation initiative. The goals include enhancing efficiency, achieving cost savings, and improving the learning environment. The initiative encompasses strategies like district consolidation, shared services, increased technology use, and other relevant measures. The school directors' association is required to submit an annual report on documented and projected cost savings. The resulting savings are to be retained within the public school system for redirected resource allocation. The act establishes a commission on school district efficiencies and consolidation, responsible for developing a comprehensive consolidation plan. The plan, based on objective criteria, aims for no more than 150 school districts and includes considerations for service consolidation and boundary changes. The plan must be submitted as proposed legislation and undergo an independent review. School districts affected by the plan have an appeals process, and there's an option for proposing alternative consolidations for achieving cost efficiencies. The act includes a contingent expiration date if the commission's legislation is not signed into law by June 30, 2030, causing specified sections to expire on July 1, 2030.		

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SB6049	Prefiled	**Braun et al** Early Learning & K–12 Education	**Topic: Supporting students' learning recovery.** **Description:** This Washington state act aims to address the learning loss suffered by students due to the COVID-19 pandemic, particularly in math and English language arts. The legislature recognizes the impact on test scores, with a focus on middle school grades. A report highlighted disparities, indicating that low-income students, students of color, and students with disabilities experienced larger declines in scores. To mitigate this, the legislature plans to establish a grant program for schools to implement effective interventions like high-quality tutoring, rigorous extended learning programs, and summer school programs. The Office of the Superintendent of Public Instruction will oversee the Learning Recovery Grant Program, providing funds to schools serving grades six through twelve. Priority will be given to applicants with higher numbers of disadvantaged students and the greatest learning recovery needs. Grant recipients must inform parents about access to interventions, and the outcomes will be reported by November 2025 and 2026. The act includes definitions for "rigorous extended learning programs" and "high-quality tutoring." The section expires on December 31, 2026.	**Oppose** **Position:** There is no evidence of “learning loss” other than low test scores, which studies have proven time and again are not an accurate measure of student learning. Any program that depends upon standardized test scores is inherently faulty.	

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SB6082/ HB2380	Hearing Referred	**Nobles et al** Senate Early Learning & K–12 Education **Shavers et al** Appropriations	**Topic: Increasing compensation for Washington paraeducators.** **Description:** This Washington state act focuses on increasing compensation for paraeducators, who play a crucial role in supporting vulnerable student populations. The legislature acknowledges the importance of paraeducators and the need for specialized training in areas like instruction for English language learners and special education. The act aims to address the high attrition rates among paraeducators by increasing state funding for their compensation. Starting in the 2024-25 school year, the state allocation for paraeducator salaries is raised by an additional statewide average of $7 per hour per full-time equivalent paraeducator. The funding is intended exclusively for supporting paraeducator salaries. School districts receiving additional funding must maintain a certain ratio of paraeducators to students. The superintendent of public instruction may grant waivers to districts facing specific challenges. Definitions and rules are provided to implement the act. Additionally, starting in the 2026-27 school year, minimum hourly wages for paraeducators with different certifications are established, increasing over the subsequent years. The minimum salary requirements	Support **Position**: Instructional assistants, or paraeducators, are among the lowest paid and overworked educators in the system. Many are working for poverty wages, and collective bargaining through education associations like the WEA have largely failed paraeducators. Additionally, a majority of paraeducators are educators of color so that this pay disparity exists on the color line.	Senate Committee Hearing Held on 1/24

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			apply to all paraeducators regardless of employment status.		
SB6123	Referred	**Wellman et al** Ways and Means	**Topic: Adjusting classified school employee salaries.** **Description:** This Washington state act focuses on classified school employee salaries, amending RCW 28A.150.410. The key provisions include the establishment of minimum state allocations for salaries, adjusted for inflation and regional differences. For certificated instructional staff, the minimum state allocation is increased to $64,000 by the 2018-19 school year. Certificated administrative staff see a minimum state allocation increase to $95,000 by the same year. Classified administrative staff and other classified staff will witness increases to $91,733 and $54,633, respectively, starting from the 2024-25 school year. Adjustments for regional differences in hiring staff costs are implemented. Additionally, there is a requirement for periodic reviews and rebasing of salary allocations and regionalization factors to align with the state's basic education program. The act aims to ensure equitable and competitive salaries for classified school employees, considering inflation and regional variations.	**Position:** Pending	**Committee Hearing** Held on 1/24 **Executive Session** Held 1/29
SJR8207 (Senate Joint	Referred	**Wellman**	**Topic: School Levy Voting**	**Position:**	**Committee**

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Resolution)		**and Hunt** Ways and Means	**Description:** *Process*: Makes a constitutional amendment to the WA. St. constitution that, if approved, would go to a ballot vote by state voters. Establishes a flat, blanket limit to the levy lid to 1% of house value of said district, or taxable region. Read More	Pending Read More	**Hearing** Held on 1/10

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